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Reports from the Classical Field

Edited by J. J. SCHLICHER

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Everyone interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind., or (for New England) to Clarence W. Gleason, Volkman School, 415 W. Newbury St., Boston, Mass.

COURSES IN LATE LATIN

Scant attention has been given by the classical departments of our universities to the Latin writers of the later centuries of the Empire, the Middle Ages, and the Renaissance, although a number of good reasons might be given why they should receive attention. Courses in this field would, as nothing else can, bring to the student's mind the long life of the Latin language and its importance in the intellectual life of Europe during the centuries since the end of the western Empire. Much light would also be thrown upon many an apparently irregular fact of Latin grammar by a first-hand acquaintance with the language as it developed after classical times. What the classical element means in our civilization can never be fully appreciated from a study of classical works alone, for much of the influence which Greece and Rome have had upon the modern world has come through the modified forms which their literature, art, and institutions assumed during the Middle Ages. The classicist thus misses one of his chief claims to a place in the education of the present day by restricting himself so narrowly to a limited sphere.

It may be of interest to know what is actually being done by the various institutions in the field indicated, and the list of courses given below, while not complete, is perhaps sufficiently full to give a fair idea of the work. The list includes everything after Suetonius, except technical courses, such as those in the writers on Roman law, which are fairly numerous. The courses have, almost without exception, either two or three exercises a week. The courses in Apuleius regularly include Petronius also.

Ohio State University: Apuleius; Late Latin; Mediaeval Latin.

University of Illinois: Ausonius and Claudianus; Apuleius.

University of Minnesota: Mediaeval Latin.

University of Iowa: Apuleius and the Christian Hymns.

University of Chicago: Prose of the Late Empire; Latin Hymns and Christian Prose.

University of Michigan: Christian Literature.

University of Wisconsin: Literature of the Late Empire.

Indiana University: Tertullian.

Princeton University: Apuleius; Augustine and Patristic Latin; Early Mediaeval Histories.

University of Pennsylvania: The Earliest Literature concerning Christianity.

Johns Hopkins University: Apuleius.

Amherst College: Tertullian; Christian Latin Poetry.

Trinity College: Apuleius.

Yale University: Latin Literature of the Early Middle Ages; Latin Literature of the Late Middle Ages; Low Latin (*Itinera Hierosolymitana*).

Harvard University: Latin Poetry of the Fourth and Fifth Centuries; Apuleius, History of Classical Culture in the Middle Ages; Low Latin (*Itinera Hierosolymitana* and *Appendix Probi*); Ovid and His Influence down to the Renaissance; The Latin Pastoral of the Middle Ages and the Renaissance.

University of California: Low Latin (*S. Silviae Peregrinatio*); Aulus Gellius and Macrobius.

Leland Stanford University: Apuleius.

VARIATIONS IN CICERO WORK

I have found that a great deal of interest and enthusiasm was aroused in my Cicero classes by the enactment of scenes either suggested or described in various orations. For instance, in one class, we held the debate on the punishment of the conspirators, of which the fourth oration against Catiline is a part. Every member of the class took a Roman name and as many as possible were assigned speaking parts—the more important parts being given to the best students. The teacher's chair represented the *sella curulis*, the ordinary seats the *subsellia*, a side aisle the lobby where Cicero's son-in-law Piso stood, visibly overcome with emotion at Cicero's allusion to him. Some had the part of tribunes stationed near the door, others were lictors. The auspices were declared favorable. The senators of consular, praetorian, and quaestorian rank sat in different sections of seats. We had a number of short speeches made in addition to those on record by Decimus Silanus, Cato, and Caesar. Spirited, abridged translations from Sallust's account were given by those who played Cato and Caesar. The consul closed the debate with his long speech and the vote was taken by the *discessio*. When we began reading the oration I had intimated that we would act out the scene, and the result was a greatly increased interest in the arguments, for and against death, in the legal points involved, and in all the details of senate procedure.

In another class we enacted the senate meeting described by Cicero in his third oration before the people. As Volturcius was brought in alone and cross-examined, afterward the Allobroges, and then the conspirators, one by one, abject and trembling, were confronted with their seal and handwriting and obliged to own them, the interest waxed very intense. A *scriba* dramatically cut the thread and read the contents of the waxed tablets, which had been eagerly prepared beforehand by various students. During the cross-examination, Sul-

picius rushed in breathless, bearing a huge armful of gymnasium poles (the weapons from Cethegus' house). This incident was hugely enjoyed. We invited some ancient history classes to witness the scenes and give the added fillip of interest made by a larger audience.

In another class we gave the trial of Archias. Jurymen were challenged on both sides, witnesses from Heraclea appeared and were examined and cross-examined. A *scriba* read the laws involved, Cicero delivered his eulogy of literature with fine effect, Grattius was sent about his business, and Archias gloriously vindicated.

Of course these representations meant much extra work on the part of the teacher in the way of suggestions and rehearsals, but the result of increased knowledge of the points at issue and interest in the orations and in Roman life generally, fully repaid me.—ETHEL WILKINSON, Lake View High School, Chicago.

AN APPRECIATION TEST IN HORACE

SUBJECT.—Book iii. Odes read by the class, 1, 2, 3, 4, 5, 6, 9, 13, 14, 17, 18, 21, 23, 24, 29, 30. Textbooks not used in the examination.

1. *Odes 1-6*.—(1) Tell about the continuity of this series of odes as to meter, address, tone and spirit, contents. (2) Enumerate the virtues which they extol. (3) Compare Horace's way of handling these virtues with the methods an essayist would employ. (4) Express your appreciation of these odes.

2. *Odes 1 and 2*.—(1) What intimation of the poet's purpose is given in the introduction? (2) Compare the sway of dreaded kings and of Jupiter. (3) What sight in the banquet hall would affect the appetite of those who envy the luxury of the rich? (4) What does he say concerning the cares (personified) by which the rich are haunted? (2) Give his picture of the Roman hero as viewed from the walls of the barbarian city which he is attacking. (6) Give in Latin the motto of a true patriot.

3. *Ode 3*.—Give in Latin: "The man who is righteous and steadfast in his purpose is not shaken from his fixed resolution by the rage of his fellow citizens when they urge him to hurtful measures." (2) Show the principles of order and emphasis illustrated by this opening sentence of the ode. (3) What heroes, by virtue of this steadfast character, have already been welcomed to a seat among the gods? What hero would be? (4) What was the occasion of a serious deliberation among the gods, and why was Juno the prominent speaker on this occasion? (5) and (6) Give a pretty full outline of her speech.

4. *Ode 5*.—(1) Give the story of the national disaster and disgrace encountered by the army of Crassus. (2) In what way and to what extent had this disaster been atoned for? (3) What picture does Horace draw of a shameful condition still existing? (4) Give the commonly accepted story of Regulus. (5) Show the appropriateness of introducing the character and the speech of Regulus into this poem. (6) Give the language of Regulus as to the humiliating sights he had seen and his estimate of the value of soldiers who had surrendered.

5. *Ode 18*. "Thy Blessing, Faunus," and *Ode 23*, "The Gods Love the Giver, Not the Gift."—(1) Tell about the yearly trips of Faunus and the happy results of his coming. (2) About the "profitable bargaining" through which their happy results came. (3) What reconciliation of animals is pictured? (4) What retaliation of the wearied digger upon the soil in which he had labored? (5) How shall Phidyle secure exemption for her vines and her nurslings? (6) What will be better than a costly sacrifice? (7) Write your ideas as to how far Horace believed and felt what he wrote in these odes.

6. *Ode 24*. "Curse of Mammon."—(1) Explain the phrase "Intactis Arabum thesauris." (2) Give Horace's picture of the modes of life of the Scythians and Getae. (3) Also his picture of their virtues. (4) What reflection is intended by these delineations? (5) What chance was there now for a distinguished ruler or savior of the state? (6) How does he illustrate the necessity for sterner pursuits by speaking of the tastes of the free-born youth of that day?—WALTER L. RANKIN, Carroll College, Waukesha, Wis.

A PLAN FOR GRADING WRITTEN TRANSLATIONS

Because more attention to form is involved in reading a classical than in reading a modern language, inasmuch as the former is more highly inflected, there is a greater tendency among classical students than among students of the modern languages, to give their attention to the language almost exclusively, and hardly at all to the substance of what they read. This is a constant temptation for any one engaged in the effort to read Latin or Greek. And unfortunately it is not only the pupil who yields to it, as a rule, but the teacher, too, is generally content with his performance.

Even from the point of view of mere form, to master the content of one sentence before attempting to analyze the next is effort well employed. The liability to error is much diminished when one understands the thought of the preceding passage. Then there is added the satisfaction of doing something sensible. And the training involved in resisting the temptation to hurry on from sentence to sentence without assimilating the thought is a training of the will such as no modern language can furnish. That in Latin and Greek we find a world of the past, and not of the present, matters little. A pupil may as easily enjoy the story of Caesar's *Galic War* and of the exploits of Hannibal, or Xenophon, or Alcibiades, as the story of Stanley, Washington, or Bonaparte.

I have used this year a new system for grading the written translations in the Latin examination papers in order to bring into clearer relief before the students the demands of translation as indicated above; and by actual test I have found it as easy, and more satisfactory, to myself and to my students than the old. After reading a translation without marking any of its errors I write opposite each pupil's name six grades, giving an estimate, respectively, of (1) the student's comprehension of the subject-matter of the passage; (2) his success in dealing with clause relations; (3) his success in dealing with word relations; (4) his

English style and the general appearance of his paper; (5) the extent to which he showed that he knew any meanings for the words in the passage; and (6) the accuracy of his knowledge and choice of these meanings.

The six grades give a permanent record of the student's strong and weak points and indicate his needs. They also imply much as to his character. The first indicates his general intelligence; the next two his diligence in learning the rules of syntax and the inflections; the fourth his discrimination and taste; the fifth his use of the lexicon when a strange word is met; and the last his judgment in using it. Finally, the record will show the student himself not only what slips and failures he has made, but also what he needs to do to avoid their recurrence.

I found, to my surprise, in footing the columns for a series of some forty freshmen, that the total was highest in column 5, or in other words that, contrary to the current belief among the students, they were actually strongest precisely where they deemed themselves weakest, namely in the power to recall the meanings of the words they had met in their experience.—G. F. HEFFELBOWER, University of Wooster, O.

The Saalburg Collection at Washington University.

Through the generosity of Messrs. Adolphus Busch and Robert G. Brookings, Washington University (St. Louis) has lately come into the possession of the Saalburg Collection which was part of the German educational exhibit at the World's Fair in 1904. The Saalburg, not far from Frankfort-on-the-Main, was one of the fortified Roman camps along the line of the *limes*, or fortified boundary, between the Roman Empire and Germany. It has been excavated and is being reconstructed in its entirety under the patronage of the German Emperor. Part of the outer wall is already finished to its full height, and also the Praetorium, the residence of the officers. The latter building is to be used as a museum for the antiquities found on the spot.

The collection now in the possession of Washington University includes a complete set of photographs of the ruins; models of the camp, the Praetorium, the gates, the watch-towers on the *limes*, and of the heating system of the villa; a set of reproductions of the articles found there—tools, implements, utensils, armor, dress, ornaments, and other small objects—together with numerous photographs of the originals; and the tables and cases are so made as to reproduce the effect of the furniture in vogue among the Romans of that day. It was the intention of the German government to place the World's Fair exhibit in the museum of the camp after its return to Germany. Now that it has been acquired by Washington University, a duplicate of it will be placed there, together with the original articles found at the Saalburg.

By means of this collection, students of the classics in the university, as well as those in neighboring schools, will have a unique opportunity to see in concrete and picturesque form much of the outward setting of Roman life and also to gain an idea of the advancement of the Romans in many of the minor crafts. It is the desire of the Latin department to make this valuable possession of the univer-

sity as widely serviceable as possible to all engaged in the teaching or study of the literature and history of Rome. (From an article by Professor F. W. Shipley in the *Classical Weekly* for January 23, 1909.)

Changes at Harvard and Elsewhere.

Changes in the classical faculty of Harvard have been many of late. John Williams White has resigned the professorship of Greek, which he has held since 1884, and will discontinue his work at the end of the school year; J. H. Wright, dean of the Graduate School of Arts and Science for thirteen years, died November 25; William F. Harris, assistant professor of Greek since 1902, has resigned to devote himself entirely to literary work; Dr. Arthur S. Pease goes to the University of Illinois as assistant professor of classics.

Professor E. W. Clark, professor of Latin in Ripon College, Wis., for a number of years, has resigned his position to accept a professorship with the Bureau of University Travel, and goes to Rome for a five-years' residence.

Among the Classical Clubs.

Bowdoin College.—The Bowdoin Classical Club has been devoting the winter to an inquiry into the range and quantity of graduate work in Greek and Latin in this country and in Europe, and the special advantages afforded by different institutions, including the American Schools at Rome and Athens. A separate phase of this work, as, for example, the classical courses in the German universities, was taken up at each meeting.

Boston University.—On January 15 the classical department gave an entertainment, which proved to be very delightful, with the following programme:

Haec fere in priore parte agenda

- I. Ex libro primo Horati: Flacci carmen xiv cantabunt puellae.
- II. "Amantium irae amoris integratio."
- III. Recitatio apud quendam Plini Secundi amicum in scaenis agetur.
- IV. Carmen Horati: "Aequam mentem rebus in arduis servare mentem."
- V. Ludus vel Orbili vel cuiusvis scaenae committetur.
- VI. Carmen Horati: "O fons Bandusiae splendidior vitro."
- VII. Servulae dolorem suum vultu gestuque expriment.

Haec fere parte in altera agenda

- I. Horati Flacci Carmen Saeculare cantabunt pueri puellaeque.
- II. Parasitus Plautianus secum loquetur.
- III. Carmen Horati: "Diffugere nives, redeunt iam gramina campi."
- IV. Quidam Horatio nomine tantum notus accurrit, sermo oritur de Maecenate. Horatius abire cupit, sed frustra. Postremo adversarius illum in ius rapit.
- V. Grex spectatoribus gratias aget.

New York Latin Club.—A symposium was held January 23, at Packer Institute, on "The Function of Latin Prose Composition in the High-School Latin Curriculum." The discussion was participated in by A. S. Doty, Paul R. Jenks, Max Radin, H. H. Bice, Professor McCrea, and others. The sentiment was general that while no great degree of proficiency in actual writing can be attained,

composition is nevertheless of great benefit in itself, and a sure and direct help to the rest of the work in Latin. It was strongly felt that more good could be done if the colleges did not insist so rigidly upon covering just so much reading for entrance, and would allow the teacher more freedom so that he might choose his own means, among them more composition, for accomplishing the greatest real progress by his pupils. It appeared from the discussion that much energy is at present wasted by the fact that teachers generally have the same class for only a year at a time, or even less. Mr. Bice spoke of his observations in English, French, and Italian schools, where the teacher is allowed greater freedom, gives more space to composition, and secures, time for time, far superior results.

Recent Classical Meetings.

Kansas and Western Missouri.—The third annual meeting of this association was held at Kansas City, February 19 and 20. Professor F. A. Hall, of Washington University, St. Louis, gave an illustrated public lecture on "Central Greece and the Aegean Islands, Delos and Delphi, the Seats of the Ancient Religions," and the following papers were read:

- "The Lyric Mood," Professor F. J. Miller, The University of Chicago.
- "Homeric Women," Professor F. A. Hall, Washington University.
- "The Reading of Latin Poetry," Miss Maud Hamilton, State Normal School, Emporia.
- "The Oxyrhynchus Sayings of Jesus," Professor Homer K. Ebright, Baker University, Baldwin.
- "Evidences of Incompleteness in the *Aeneid*," Professor F. J. Miller.
- "On Lucretius ii. 160," Professor F. M. Foster, Fairmount College, Wichita.
- "Second Year Latin," Mr. F. C. Shaw, Kansas City, Mo.

A unique feature of the meeting was a "Roman Banquet," presented by members of the classical clubs of the Kansas City (Kansas) High School.

Iowa.—At the meeting of classical teachers held in connection with the State Teachers' Association during the Christmas vacation, an Iowa auxiliary section of the Classical Association of the Middle West and South was organized, and by unanimous vote a permanent place was made for it on the state programme. It was found that nearly every teacher present was already a member of the general association.

Northeastern Ohio.—A classical conference was held at Cleveland February 12, during the meeting of the Northeastern Ohio Teachers' Association. The papers mentioned below were thoroughly discussed by the large number of classical teachers present:

- "Do We Overemphasize Latin Prose?" Elizabeth Clifford, South High School, Cleveland.
- "What Can Be Done to Make the Latin Work of the Second Year in Our High Schools Lighter?" James B. Smiley, Lincoln High School, Cleveland.
- "Is a High-School Course Which Provides for Two Years of Latin and Two Years of German Desirable?" A. H. Mabley, Painesville, O.

Eastern Massachusetts.—The second annual meeting of this section of the New England Association was held at Boston University, February 13, with an

attendance of about two hundred. In his address of welcome, the president, Professor Thomas B. Lindsay, spoke of the influence of the classics on character and of the need of faith, and of ability to teach them with interest, energy, judgment, and tact. The doctrine of "joy in your work" has been carried to an extreme which threatens to eliminate the laborious part of the process altogether. We must convince the pupil that his work has real value and that the teacher's interests and his own are essentially the same. Mr. George H. Browne then spoke in memory of Minton Warren, Charles Eliot Norton, and especially of John Henry Wright, the first president of the Association.

"Thoughts on Cicero's First Oration against Catiline," was the title of a paper by Professor Morris H. Morgan, of Harvard. Comment was made on the various defects and inconsistencies of the seven principal school editions of the orations. Five make no mention whatever of the style of the author, and the other two very little. To bring out the beauties of style and diction the best passages from Cicero's writings should be collected and published in book form. The orations were intended to be spoken with proper emphasis and rhythm, and as an example of this Professor Morgan read the opening chapter of the First Catiline in a way that brought hearty applause from all present.

Mr. Garrick M. Borden, of the Boston Public Library, spoke of the many ways in which the library could be useful to teachers, scholars, artists, publishers, etc., by means of the various special libraries and collections, portfolios, and pictures of paintings, sculpture, and other forms of art, which may be loaned to the schools, as well as a collection of several thousand lantern slides. Teachers are given special cards entitling them to more books and for a longer time than other cards.

Mr. L. Earle Rowe, docent of the Boston Art Museum, spoke of the many articles of interest to students of archaeology and classical literature, and the opportunities afforded by the museum to study them in connection with texts read in school or college. Last year over 3,000 availed themselves of this privilege.

Mr. John Tetlow, headmaster of the Girls' Latin School, read a paper on the "Vocabulary of High-School Latin," in which he attacked the methods aimed at by collections of words like that of Professor Lodge. No distinction is made between easy and difficult words. The most important words, met twenty-five times or more, lodge themselves in the mind without any conscious effort, and thus a knowledge of the word in its setting is obtained, which is far preferable to a knowledge obtained by rote from detached lists. A spirited discussion followed the paper.

After the luncheon several selections were given by members of Boston University, from the entertainment mentioned above in another connection. The session closed with a lantern talk on "Mythology and Greek Vases in Secondary Teaching," by Charles St. C. Wade, of Tufts College. After a short introduction the speaker showed and described many scenes from vases illustrating the *Iliad* and *Odyssey*, Hercules, Dionysus and various myths in Greek literature.